

## **Specific requirements for Speech and Language Disability (SLD) eligibility.**

1. Previously, a student was determined to be eligible as having a learning disability based upon a significant discrepancy between ability and achievement.
2. New guidelines require the student to demonstrate a pattern of strengths and weaknesses.

## **Exclusionary Factors to be Addressed During the SDR Process**

- x Lack of Instruction in Essential Components of Reading and Math
- x Limited English Proficiency
- x Cognitive Impairment
- x Emotional Impairment
- x Vision, Hearing, or Motor Impairments
- x Autism Spectrum Disorder
- x Environmental, Cultural, or Economic Disadvantages including (a) lack of opportunity, (b) motivational factors, (c) situational trauma, and (d) attendance (15-20 days)

## **Required Component: Data demonstrating inadequate achievement relative to age/state approved grade-level standards**

### **These data include:**

- ✓ MEAP scores
- ✓ Curriculum Assessments
- ✓ Grades
- ✓ Teacher Report
- ✓ Classroom Observations

## **Required Component: Insufficient progress to meet age/state approved standards when using a scientific research based intervention**

### **If this applies to a student:**

- ✓

Provide interventions for students in need.

✓

Collect progress monitoring data at reasonable intervals & provide data to parents.

✓

If insufficient progress is made *in 4-8 weeks* the team may determine that an evaluation for Special Education Eligibility is warranted.

✓ Data collected for interventions needs to be displayed in graph form.

**Required Component: Data demonstrating the pattern of strengths and weaknesses in performance, achievement, or both relative to age/state approved grade-level standards or intellectual development**

Data to include:

✓ Progress monitoring/Curriculum Based Measurement/Criterion Referenced Assessments

✓ MEAP scores

✓ Curriculum Assessments

✓ Grades

✓ Teacher Reports

✓ Classroom Observations

✓ Norm Referenced Achievement Tests

✓ Cognitive Processing Assessment

### **Testing:**

✓ A norm referenced academic achievement test is a required portion of the SLD evaluation

✓ Cognitive assessments are to be conducted at the discretion of the team.

✓ Cognitive assessments will not generally be used in the pattern of strengths and weaknesses – These assessments can be linked to instructional strategies to help provide a better understanding of the student's performance in their learning environment.

✓ In the event that cognitive assessments can be directly linked to specific academic areas, these may be used to help establish the pattern of strengths and weaknesses.

### **Strengths:**

✓ A minimum of one strength must be established.

✓

To establish a strength there must be a minimum of THREE data sources indicated as a strength in an academic area (e.g., MEAP Score, Classroom Grade, Observation.)

✓

An area of strength does not require one of the three data points to be from a norm referenced achievement test.

Data points considered a strength include:

✓

Meeting or exceeding benchmarks on a measure such as DIBELS

✓ Report card grades of A or B or “meets/exceeds” standards

✓ Curriculum assessment scores of 80% or better

✓ Percentile rank scores approximately greater than or equal to 30

✓ Average or typical performance in comparison to same age peers based on teacher report or observation

✓ Advanced or proficient MEAP scores

### **Weaknesses:**

✓ A minimum of one weakness must be established.

✓ To establish an area of weakness there must be a minimum of FOUR data sources indicated as a weakness in an area of academic achievement.

✓

One of these data sources MUST be a norm referenced achievement test (e.g., Woodcock Johnson, Wechsler Individual Achievement Test, etc.).

Data points considered a weaknesses include:

✓

Falling below aimline for at least four consecutive data points (on a progress monitoring measure)

✓ In the “at-risk” level on a universal screener (such as DIBELS or AIMSWeb)

✓ Report card grades of D or E or “does not meet” standards

✓ Curriculum assessment scores of 70% or less

✓ Percentile rank approximately less than or equal to 9

- ✓ Significantly below average or atypical performance in comparison to same age peers as determined through observations and/or teacher reports
- ✓ Partially proficient or not proficient MEAP scores

**MEAP:**

- ✓ Most MEAP reading data falls in the area of reading comprehension.
- ✓ MEAP math data may fall in areas the math calculation or math problem solving.

**Observations:**

- ✓ Observations **MUST** be conducted in the area(s) of concern **and** must relate back to the specific area(s) of academic concern.
- ✓ Observations may be conducted either as part of the Child Study process (prior to initiation of evaluation) or as part of the evaluation process.
- ✓ A variety of team members may conduct observations.
- ✓ Relevant learning behaviors (such as classroom participation, work completion, on task behavior, and other motivational factors) are also to be observed within the instructional setting.
- ✓ Need parental consent.